DOCUMENT RESUME

ED 333 934 JC 910 326

TITLE Report on the Acceptance of Vocational Education Courses for Admission Purposes at Michigan's Community Colleges and Universities. A Special Report for the Michigan Senate and House Appropriations Subcommittees Authorized under Act 171 of 1989.

INSTITUTION Michigan State Board of Education, Lansing.

PUB DATE May 90

NOTE 61p.

PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Admission Criteria; Advanced Placement; *Articulation (Education); *College Applicants; College Bound Students; *College Credits; College Preparation; Community Colleges; Grade Point Average; Higher Education; High Schools; Prerequisites; *Prior Learning; Questionnaires; Secondary School Curriculum; State Surveys; Transfer Policy; Transfer Students; Two Year Colleges; Universities; *Vocational Education

IDENTIFIERS *Michigan

ABSTRACT

In response to state legislation calling for a comprehensive report on the transferability of vocational courses from high school to community colleges and four-year institutions, questionnaires were sent to all of Michigan's 29 community colleges and 15 universities. The survey sent to universities focused on the extent to which a college applicant's high school vocational courses were considered when calculating high grade point average (GPA), while the two-year college questionnaire examined the transferability of such courses for college credit. Usable surveys were returned by all 29 community colleges and 14 of the universities. Study findings included the following: (1) eight universities omit all vocational coursework when computing an applicant's high school GPA, six universities consider vocational coursework grades when evaluating a student's credentials, and two universities include such grades when calculating GPA; (2) no universities allowed high school vocational courses to substitute for college preparatory courses; (3) of the 22 community colleges awarding college credit and advanced placement, 21 do so in response to articulation agreements with high schools; and (4) of the seven community colleges that do not award credit for high school vocational courses, five schools permit students to use the courses to bypass an introductory or prerequisite course. Appendixes include a brochure with advice for college-bound students; admissions requirements for 14 state universities; and the survey instruments. (PAA)

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REPORT ON THE ACCEPTANCE OF VOCATIONAL EDUCATION COURSES FOR ADMISSION PURPOSES AT MICHIGAN'S COMMUNITY COLLEGES AND UNIVERSITIES

A Special Report for the
Michigan Senate and House Appropriations Subcommittees
authorized under Act 171 of 1989

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Michigan State Board of Education

May 1990

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EXECUTIVE SUMMARY

There are generally two levels of admission within the arena of higher education: (1) admittance to the university/community college, itself, and (2) acceptance into a specific department or school. This study has concentrated on the former and how policies and practices relate to students with vocational education backgrounds.

Eight of Michigan's universities do not include grades from vocational courses when evaluating a student's application for admission. Four of these schools, however, did report giving vocational coursework some type of subjective consideration. Six institutions do include high school vocational course grades in their review, two noting that even though they look at the overall grade point average, greater emphasis is still placed upon the college preparatory program. No university allowed vocational coursework to substitute for college preparatory requirements.

The community colleges, on the other hand, are largely "open door" institutions, thus, admissibility is not the central issue. Twenty-two community colleges have indicated that they grant college credit for high school vocational coursework. Of these institutions, twenty-one do so in response to articulation relationships with high schools. Of the seven that do not award credit for vocational high school courses, five did respond that such courses could be the basis for permitting a student to bypass an introductory or prerequisite course. Schools have the most articulation in the areas of Health, Business, and Trade and the least in Consumer/Home Economics and Agriculture. Vocational coursework is not allowed to fulfill a liberal arts requirement by any of the community colleges.

INTRODUCTION

There has been increasing national and state interest regarding high school vocational education and its relationship to more advanced studies and training offered at the higher education level. Concern has particularly been expressed over the practice of universities including only academic subjects (e.g. mathematics, algebra, history, English, etc.) while excluding vocational courses (e.g., nursing, electronics, business), when calculating a student's grade point average for purposes of admission.

Act 171 of 1989, the Michigan Department of Education Appropriations Act, Section 308, provided the basis for this study: "Not later than May 1, 1990, the department shall provide the senate and house appropriations subcommittees for the department's budget with a comprehensive report on the transferability of vocational courses from high school to community colleges and 4-year institutions."

RATIONALE

This study on the "Acceptance of Vocational Education Courses for Admission Purposes at Michigan's Community Colleges and Universities" was undertaken in order to understand how high school vocational coursework is evaluated by Michigan's community colleges and universities when determining a student's admission status. The term "transferability" as used in Act 171 of 1989 implies acceptance. Transferability refers to the granting of credit by one institution for coursework taken at another. Since universities do not award credit for high school courses, the real question is: What type of consideration do universities give vocational courses when evaluating a student's application for admission?. If universities accept grades in English, Psychology, and Biology courses as measures of a student's preparedness for higher learning, do they also recognize vocational coursework in Health, Business and Office, Trade/Industrial Technology, Marketing, Consumer/Home Economics, and Agriculture?

Community Colleges within the State, on the other hand, generally do not have prohibitive admission policies. Many consider themselves "open door" institutions. Thus, the real issue facing this sector of higher education centers around the question: Can students receive advanced placement and/or credit for vocational courses taken in high school? If not, are they given any recognition?

METHODOLOGY

Two separate questionnaires were developed in order to address the different sectors of public higher education. These collection instruments were reviewed by Directors of Admission at two major universities and one community college, representatives of the Michigan Community College Association, the President's Council of State Universities of Michigan, the Michigan Association of Secondary School Principals, and the Michigan Association of Collegiate Registrars and Admissions Officers and revised accordingly. (Appendix IV, The Collection Instrument - "A Survey on The Transferability of High School Vocational Courses to Universities and Community Colleges."

All of Michigan's twenty-nine community colleges and 15 universities were sent surveys for completion. The return rate was excellent with a response rate of 100% [29] for community colleges and 93% [14] for universities. Follow-up telephone interviews were conducted as necessary in order to clarify responses and resolve discrepancies in reporting. (e.g., question #4 was separated into three concepts: vocational credits, Advance Placement Credits, and Advanced Placement [Standing]). Western Michigan University was the only nonrespondent.

FOCUS

The major focus of this study was upon how public postsecondary institutions view high school vocational coursework when determining admission status. The degree to which community colleges grant credit for high school vocational coursework was found to be greatly reliant upon the existence of articulation agreements. However, responding to the legislative study directive, the focus of this report did not include a detailed study of articulation agreements.

It bears mentioning that "transferability" as it relates to community college occupational courses is a separate issue. The degree to which universities admit students with occupational education backgrounds and grant such course-work transfer credit from the community college may be deemed worthy of attention and analysis at a later date.

SURVEY ANALYSIS

For clarity in analysis and reporting, this report will be separated into two parts: university admission practices, and community colleges and high school vocational education.

COMMENTS AND OPINIONS FROM MICHIGAN COMMUNITY COLLEGES AND UNIVERSITIES*

Community Colleges

There is a need for a State-wide articulation program. High schools, community colleges, senior institutions, and the Department of Education must get together to work out areas of philosophical disagreement and develop common objective-based educational goals. The Department of Education must take a more active role in working with all constituents to assure that philosophical problems do not control pragmatic educational and training needs.

Better communication between all public education sectors is required. There is a demand for more formal board-to-board articulation agreements between high schools and community colleges along with an increased awareness/ understanding by high school vocational educators that most of their coursework serves as a pre-preparation for a career. More emphasis should be placed upon articulation.

An intelligent high school-community college articulation model (competency-based) needs to be developed. This means setting real standards at the secondary level. High achievement (i.e., demonstrated competency levels) standards agreed to by secondary and post-secondary community colleges are essential. There is a need for the development of well-defined goals and objectives, task lists, outcome measures, and curricular development which can be matched and measured against existing college materials.

Vocational levels of education must be recognized as being worthy of consideration. A better understanding on the part of both high school and community college instructors that high school vocational students can and do go onto community colleges in order to develop additional skills. Too often, high school instructors do not encourage their students to continue onto the community college. Community college faculty are too elitist in their approach to vocational education as it is presently in our school systems.

Counselor training must include Vocational counseling. Counselors do not understand Vocational-Technical education. It is generally believed that vocational-technical education should be pursued only when students are not successful in traditional academic programs.

*The ideas expressed in this section represent the opinions and comments of those who completed the questionnaire and do not necessarily represent those of the Michigan Department of Education.

Greater involvement of secondary students in "general academics" in preparation for occupational education is a necessity. The concept of Tech- Prep and involvement in curriculum development at an earlier stage (6-9 grades) will benefit the 10-16 grades. Applied academics is not the answer. We need to prepare students for lifelong learning. Readjusting prevalent beliefs among High school and colleges that vocational students are less capable than college prep students needs to be a priority.

With labor forecasts indicating that 80% of high school graduates will need post-secondary education/training below the baccalaureate level to maintain a middle class standard of living, it seems imperative that high school vocational education students be encouraged to further their training immediately after graduation.

High schools should place their highest priority on providing their students with good basic skills in reading, writing, mathematics, and communication. In addition, students should have the opportunity to explore a variety of occupational fields.

The real problem is getting universities to accept community college occupational credits. Vocational courses taken at community colleges should be accepted by colleges and universities, i.e., business courses not being accept by AACSB-accredited schools. More should be done in this area.

High schools should not be teaching what is taught at post-secondary institutions. There is too much duplication.

There should me more opportunities for a 2+2+2 articulation (minimum) . Many vocational education students need to transfer from community colleges to four year institutions.

Universities

There should be a focus upon those courses that have the most relevance and predictability to success in comparable courses within the University. Another reason not to include courses that are not among the "traditional college preparatory" offerings is that many school systems throughout the country do not grade such courses, do not offer them as part of the curriculum and there appears to be a lack of performance measures in those areas. Grade inflation is also a problem.

Many courses in high school, that are taught by vocational teachers, could merit consideration if the high school faculty/counselors would provide university admissions personnel with syllabus. Efforts should be made to increase awareness of which vocational courses have content that is of a "general education" nature.

High school faculty/counselors seldom support the inclusion of vocational courses as significant in being used to provide evidence of university preparation. I would suggest that representatives of the State Department,

MASSP, and university/community colleges admission offices convene to seek solutions to the problem. Rural and urban high school students are those most disadvantaged by present policies.

Vocational coursework should be delegated to community colleges and trade schools for AFTER high school. Academic subjects should be all that is taught and mastered PRIOR to obtaining vocational education.

Further discussion is needed in order to determine the future direction of institutions working with vocational students.

Vocational education should be limited to K-12. True vocational education belongs in community colleges or in a Grade 13 format. Until academic preparation improves in basic subject matters, i.e., mathematics, english, and reading, vocational educational should not be used as a preparation for higher education.

Students must be prepared for "life." Vocational education as it is currently configured does not adequately prepare students for the experience that they will face. New technologies require improved reading levels, and current vocational programs do not address this major concern.

Job "training specific" vocational courses from high school should be used only to place students in specific certificate level programs at colleges and universities.

PART I. - University Admission Practices and High School Vocational Education

FINDINGS

Question #1 - Are your university's admission criteria institutional requirements or recommendations?

Five universities stipulated that they require a minimum number of units in specific college preparatory course areas in order to consider a student for admission, while nine still base their practices upon recommendations. Two schools, however, noted that they are currently considering a move towards requirement-based admission policies.

Question #2 - What are the minimum number of hours [units/years] required/recommended in each of the following areas to be considered for admission to your university?

	Standards Recommended by the President's Council* [YEARS]	Standards Recommended/ Required by Michigan Universities [Average # of YEARS/UNITS]**
ENGLISH	4	3.9
MATHEMATICS	4	3.0
BIOLOGICAL/ PHYSICAL SCIENCES	3	2.5
HISTORY/SOCIAL SCIENCES	3	2.5
FOREIGN LANGUAGE	2	1.3
FINE ARTS	2	0.9
COMPUTER LITERACY	1	0.6

None of the universities recommend/require any coursework within the vocational education field.

* [See Appendix I, Source Document: "Designing Your Future, Advice for College-Bound Students"
President's Council
State Colleges and Universities
Lansing, Michigan]

**[See Appendix II - Admission Requirements/Recommendations for Fourteen Michigan Universities]

Question #3 - Do admission criteria differ for first-time freshmen and transfer students? If yes, please explain.

Thirteen universities noted differences between admission standards for first-time freshmen and transfer students. The following guidelines were reported:

Admission Criteria for Freshmen:

- Students must have an adjusted 2.5 (college preparatory courses only).
- The student is judged on his/her high school GPA and ACT or SAT (ACT preferred).
- Students must have a 2.0 Grade Point Average in college preparatory courses.
- Students must have a minimum GPA of 2.5
- Students are required to have a GPA of 3.0 in college preparatory courses and an ACT composite score of at least 21.

Admission Criteria for Transfer Students:

- The student must have course background that is generally required of all sophomore and junior students.
- If the student has 12 credits or more, a cumulative 2.0 or better is required for admission.
- If less than 12 credits has been earned, then a 2.7 college Grade Point Average or better is required and the student must meet freshmen requirements.
- Students must have at least 30 semester hours of transferable credit and an overall GPA of at least a 2.0.
- Students must have a 2.5 GPA and at least 26 semester credits.
- Students are principally judged by their college record.
- Students must have a minimum GPA of 2.5 in transferable courses (2.75 for Engineering and Education and 3.0 for Management)

Question #4,#5 & #6- Do you include high school vocational education grades when calculating a student's GPA (Grade Point Average) for admission? If no, are there any circumstances under which you would include grades from vocational courses in calculating a student's GPA for admission?
If yes, under what circumstances would you include high school vocational courses in a student's GPA?

Eight universities recompute the student's GPA, omitting all vocational coursework. Under no condition will they include them in the calculation of the student's GPA. Six institutions, however, do include vocational education course grades when evaluating a student's credentials. Two of these six schools reported that they regard the student's GPA as calculated by the high school; thereby, treating a student with a vocational background no differently than the "traditional college prep" student. Although one school utilizes both GPAs (the student's overall high school GPA, inclusive of all courses and a recalculated one with emphasis upon college preparatory courses), "a student who performs poorly in academic core courses and only performs well in vocational studies will not be viewed as a good risk for university success and will usually be encouraged to begin in a `less competitively school and later transfer to a university."

Question #7 & #8 - If you do not include grades from vocational education courses in the calculation of a student's GPA under any condition, do you give them any recognition? If yes, under what circumstances do you give consideration to high school vocational coursework?.

Four schools reported some type of consideration: (a) "we look at the overall with an emphasis on academics, (b) if a student applies to art or music, grades in related courses will be given subjective consideration as part of their credentials (2 responses), and (c) successful completion of vocational education courses may denote success in specific curriculum."

Question #9 - Do you treat high school vocational credits differently from gym, band, and other such courses traditionally excluded from a student's GPA when considering admission?

The eight institutions that exclude vocational coursework from their review processes, reported giving vocational coursework the same type of subjective consideration given to all other courses normally excluded from the recomputation of the GPA. One school, however, sustained that music and art taken at high school may be regarded if either is selected as the student's major.

Question #10, #11 & #12- In calculating a student's GPA for admission, are high school vocational and college preparatory courses given equal weight? If no, how do you determine what weight to assign to different courses?
Do you include some vocational grades in calculating a student's GPA for admission and exclude others?

Of the six schools that include vocational coursework, two reported that they do, in fact, "assign" different credit value to vocational and college preparatory courses. Though both include vocational course grades, both also place a greater emphasis upon the college preparatory core.

Question #13 - If a student is deficient in the number of hours required/recommended within a particular area, do you allow vocational education coursework to be included in determining his/her GPA for admission?

All eight schools, that exclude vocational coursework from their admission decisions, will not allow vocational courses to compensate for a deficiency; whereas, the six that include vocational coursework in the student's GPA proclaimed they would allow the practice.

Question #14, #15 & #16 - Can certain high school vocational courses be applied to college preparatory requirements/recommendations? (e.g., Business Education for 1 year of English). What high school vocational courses are allotted as college preparatory requirements/recommendations? What is the maximum number of high school vocational credits that can be applied to college preparatory requirements/recommendations?

None of the fourteen universities allowed vocational coursework to substitute for any of their basic college preparatory criteria. However, five schools did note that under certain conditions, a vocational course could be included as part of their requirements/recommendations. Whether to include such a course was reliant upon the high school from which the student came, as well as a review of the course syllabus to determine if the course was, in fact, academic in nature. Courses in Accounting, Journalism, or Computers were mentioned as possibilities. There was a maximum, however, in the number of vocational credits that could be included: one school having a cap of two and another five.

Question #17 & #18 - Do you give equal consideration to all vocational courses, regardless of the area of study? What degree of consideration do you give the different high school vocational curricula (1 = Great Consideration; 2 = Some Consideration; 3 = No Consideration)?

If a school did not include grades in vocational courses, then it generally did not give consideration to any vocational area of study. Only one school stipulated that it gives some consideration to Trade/Industrial Technology and Business.

Five of the schools that include vocational coursework in the student's GPA, regarded all areas with equal consideration. One school, however, excluded courses in Agriculture and Trade/Industrial Technology.

Question #19 & #20 - For admission purposes, do you grant actual transfer credit for vocational courses taught to high school students at the community college? In which of the following vocational areas do you grant transfer credit or advanced placement credit?

Twelve schools will not grant transfer credit if the course is used to fulfill a high school requirement, although one will award advanced placement in Business and Trade/Industrial. Of the two universities responding affirmatively, one stipulated that it depends upon the curriculum and can only be applied as an elective; while the other bases it's decision upon the type of course and college accreditation. Neither denoted any specific vocational area to which this applies, maintaining that it varies by the type, level, and evaluation of the particular course.

Question #21 & #22 - For admission purposes, do you grant actual transfer credit for academic core courses taught to high school students at the community college? In which academic areas (English, Mathematics, Biological/Physical Science, Foreign Language, Fine Arts, Computer Literacy, History/Social Studies) do you grant transfer credit?

All fourteen universities grant transfer credit for academic courses as long as they are: (a) taught at the community college, (b) transferable community college courses, (c) college credit is received [with transcript validation], or (d) taken as a part of a concurrent enrollment agreement. Thirteen institutions give credit in all areas, except one that omits Computer Literacy. Humanities, Speech, and Communication were three additional areas mentioned as qualifying for transfer credit.

Question #23, #24 & #25 - Does your university offer a special degree program(s) tailored for the high school student with a vocational background? If yes, what type of award is offered and in what area of study? Do admission criteria into these programs differ from those for general admission to your university/college?

Eight schools have no such degree, but five schools listed the following as completion offerings:

* Certificate in Agricultural Technology
* Certificate/Associate Degree/Diploma in Technology and Applied Science
* Certificate/Associate Degree/Bachelor's Degree in Vocational Education, Technology, Allied Health, and Business
* Bachelor of Science in a number of programs that could have a vocational emphasis
* Bachelor of Science in Industrial and Engineering Technology, Health Education and Health Science, Business Administration, and Home Economics, Family Life, Consumer Education

Two of the five were actually universities that do not consider vocational education course grades under their general admission criteria.

Only one school explained a difference in admission standards: a diploma required a high school diploma or G.E.D., a certificate candidate had to have a high school GPA of at least 2.0 or ACT of 16, while regular admits were required to have a 2.5 GPA and an ACT score of at least 16.

Question #27 - Do you agree with the definition of vocational education as outlined in the Purpose Statement? If no, what is your definition?

Although two universities disagreed with the definition, neither rendered an alternative.

PART II. - Community Colleges and High School Vocational Education

FINDINGS

Question #1 - Do admission criteria differ for first-time freshmen and transfer students?

Four community colleges reported variations in admission criteria; three citing that only first-time freshmen were required to take the ASSET Placement Test. One community college, however, required the ASSET Test of both first-time freshmen and transfer students with less than 24 transfer credits. Only one of the twenty-two schools that reported no difference recommended the ASSET test for first-time freshmen.

Question #2 - Do you award credit for academic courses taken at the high school?

While none of the twenty-nine community colleges grant actual credit for academic courses taken at the high school; six did report that students could get advanced placement credit for academic courses by successfully passing either the CLEP or College Board Advanced Placement Examination when in high school. The concept of Advanced Placement Credits tended to relate to the liberal arts rather than vocational education.

Question #3 and #4 - Do you grant credit for vocational courses taken at the high school? [If yes] can high school vocation credits or advanced placement credits be applied towards the completion of a degree or certificate?

Twenty-two community colleges grant college credit for high school vocational courses along with advanced placement [standing]. Twenty-one of these schools related the practice directly to articulation, while one (with no formal agreements) awarded credit on a departmental by departmental basis.

Five schools award vocational credits, irrespective of their articulation agreements, either through an examination process, the recommendation of a program director, work experience, job history, and/or references.

"Recognition for Prior Experiential Learning" (whereby a student can receive credit for a prerequisite by receiving a "top grade" in a more advanced level course) and "Recognition for Life Experience" are two other means employed by two schools for awarding students outside the scope of their articulation agreements credit.

In several instances, schools reported that articulated credit is only awarded after the student meets certain conditions:

- a particular grade point average has to be achieved
- performance objectives have to be demonstrated via the passing of a final examination
- credit for vocational coursework is awarded only if the student continued in the same area at the community college that he/she was in at high school
- credits appear on the student's transcript after he/she has successfully earning a certain number of community college credits (five responses)

All twenty-nine community colleges will not necessarily preclude the opportunity for advanced placement, emphasizing that it is limited and reviewed on a case-by-case basis. "If the student can argue his/her case, we wouldn't necessarily deny it." None of the institutions noted a "college-wide" policy. It was reported to be a departmental decision. However, all require that the student prove his/her proveniences/competencies via recommendation from faculty/director, portfolio, work experience, grades, and/or occupational testing.

Question #5 - Can a high school vocational course be used to fulfill a program requirement or an elective?

Fifteen schools (52%) reported that vocational courses can be used to fulfill either a program requirement or an elective. One school said that such coursework can only count as an elective, while six (21%) stated that vocational courses can solely apply towards the fulfillment of a requirement.

Question #6 and #7 - When determining the credit value of a course, are high school vocational courses given the same weight as community college occupational courses? If weight differs, how do you determine what credit value to assign different courses?

Nine schools assign different credit value to high school vocational and community college occupational courses. "Contact hours, relativity to college instruction, course reviews, course and performance objectives, competency testing, student grades, articulation guidelines" were all determinants. One school even explained that it grants partial credit if a student achieves only a portion of the competencies. Three institutions related the following equivalencies:

two semesters of high school = one semester in college

one year of high school = one term at the community college

one college occupational course = one year of vocational education

Question #8 & #9 - Do you give high school vocational courses any recognition [if you do not award them credit]? Under what circumstances do you give consideration to high school vocational coursework for purposes of admission?

Five of the seven colleges that do not grant credit for vocational coursework, do allow it as a basis by which a student can bypass an introductory or prerequisite course. One school even offers a standardized examination by which students who receive a certain score can gain credit for certain equivalent courses.

All schools implied that they were "open door" institutions, thus, consideration of coursework, in general, does not enter into any type of admission guidelines. Those articulated schools consider vocational coursework only in light of their agreements, while two others noted that in order to be admitted, a student need only have a valid high school diploma, G.E.D., and/or be at least 18 years of age. Vocational course grades did enter into the advising process and did influence course selection/decision in two cases. Only one school reported requiring all students, regardless of their area of study, to participate in mandatory assessment/placement.

Nursing was the only area mentioned where grades and standards were considered for purposes of admission.

Question #10 & #11 - Do you give equal consideration to all vocational courses, regardless of the area of study? What level of consideration (1 = Great Consideration; 2 = Some; 3 = No Consideration) do you given them?

Since admissibility is not an issue, schools ranked those areas in which they had programs and/or articulation. Areas mentioned most frequency were Trade/Industrial Technology (Some Consideration = 17), Business and Office (Some Consideration = 15), and Health (Some Consideration = 12); Consumer/Home Economics (No Consideration = 25) and Agriculture (No Consideration = 26) the least.

Question #12, #13, & #14 - Can certain high school vocational courses be applied to liberal arts requirements? Which high school vocational courses are allowed to fulfill which liberal arts requirements? What is the maximum number of vocational credits that can applied to liberal arts requirements?

None of the twenty-nine community colleges allow any vocational coursework to fulfill a liberal arts requirement (e.g., Business English for an English requirement)

	Number of Responses	
	YES	NO
Question #15 - Do you grant transfer credit for completing non-degree occupational courses taught by a private trade school, a Job Training Partnership Act contractor, or the like?	14	15
Question #16 - Do you grant transfer credit for completing an occupational course at another community college?	29	-
Question #17 - Do you grant transfer credit for completing a liberal arts course at another community college?	29	-
Question #18 - Do you grant credit for completing a high school vocational courses at another community college?	7	22
Question #19 - Do you grant credit for completing a high school academic core course at another community college?	3	26
Question #20 - Do you agree with the definition of vocational education as outlined in the Purpose Statement?	27	2
Question #22 - Do you agree with the definition of occupational education as outlined in the Purpose Statement?	28	1

Question #21 & #22 - Do you agree with the definition of vocational education as outlined in the Purpose Statement? If no, what is your definition?

Two community colleges disagreed with the definitions given for vocational and occupational education. The following suggestions were noted:

Vocational Education:

> Organized educational programs, services, and activities which are directly related to the preparation of individuals for entry level employment or for pre-preparation in a career requiring post-secondary training.

Occupational Education:

A post-secondary educational/training program which prepares people for employment and a career. Most programs contain courses which are occupationally specific, general and supportive in nature, and form the foundation for life-long learning.

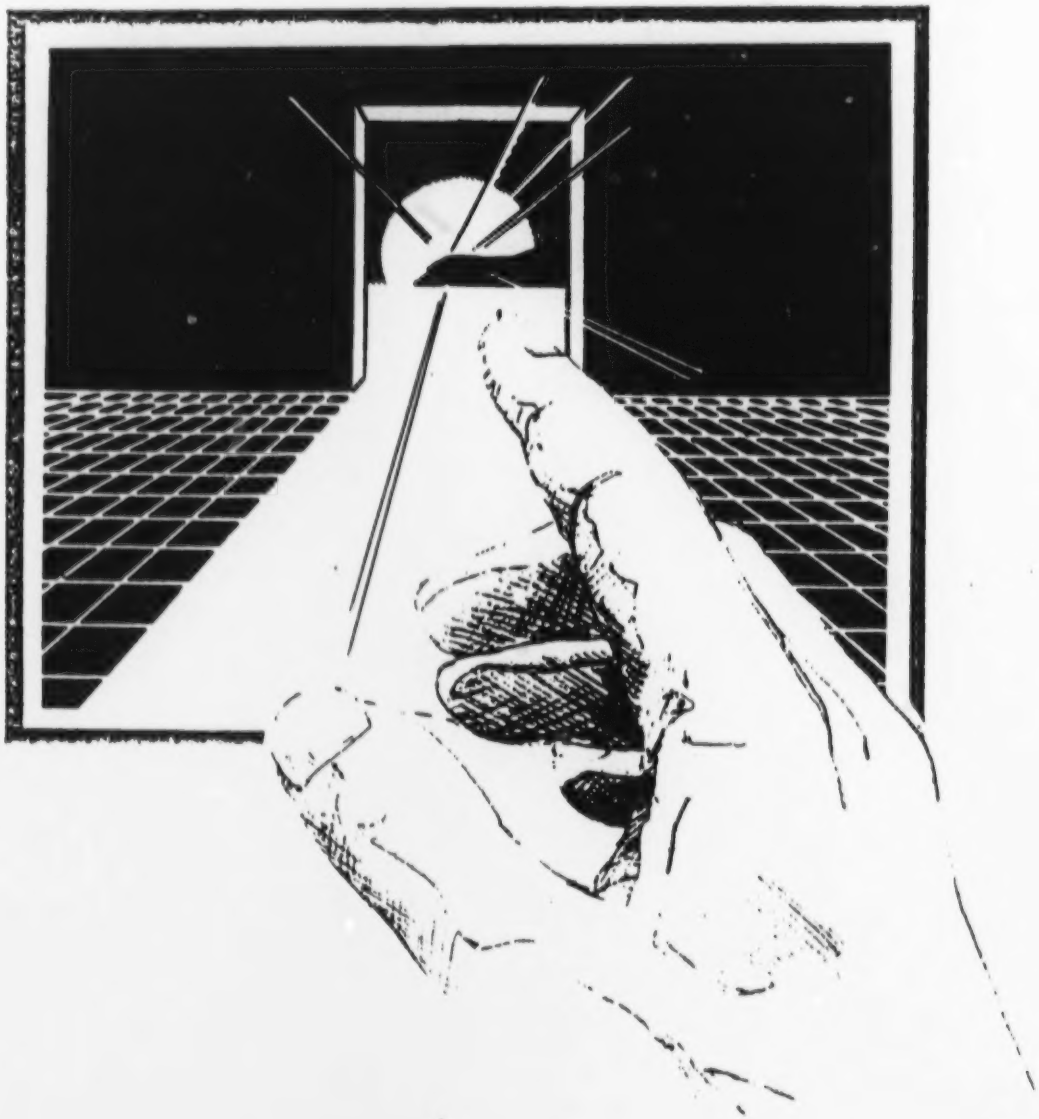
There are many educational programs that have a direct career relationship that wouldn't normally be considered "occupational," i.e., Civil Engineering. The definition seems too broad.

APPENDIX I

SOURCE DOCUMENT: "DESIGNING YOUR FUTURE, ADVICE FOR COLLEGE-BOUND STUDENTS"

DESIGNING YOUR FUTURE

ADVICE FOR COLLEGE-BOUND STUDENTS



20/21
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DESIGNING YOUR FUTURE

ADVICE FOR COLLEGE-BOUND STUDENTS

As you and your parents, with the assistance of teachers and counselors, plan a high school program, you should be aware that the courses you take will have a major effect on your prospects for admission to particular college programs and success if admitted. If you are already certain about the field you wish to enter, then seek information and advice from counselors and from college catalogs on the proper preparation for that field of study. When planning for the ninth grade, however, only a few students are certain of their future goals; most will want to try out a variety of subject areas while keeping their options open. It is to this large majority of students and their parents that this statement is addressed.

Since courses tend to increase in complexity from year to year, the program you take in the ninth grade is likely to have a significant effect on the courses that can be taken in the twelfth grade. Thus it is extremely important that the first choices be made wisely. While the precise requirements and recommendations for high school preparation differ among colleges, and among different programs in the same college, the four-year public colleges and universities of Michigan have agreed that a student who follows our recommendations will be keeping open the widest possible set of options with respect to the ultimate choice of a college program, and will increase the chance of success if admitted. Certain schools and programs (schools of art and music, for example) have specialized admission requirements. If you are considering such programs you should obtain detailed information about admission requirements from school counselors or directly from the appropriate college admissions office.

While these recommendations apply particularly to the schools that are sponsoring this statement, we believe that if you follow this advice, you'll have a better chance for admission to and success in any institution of higher education.

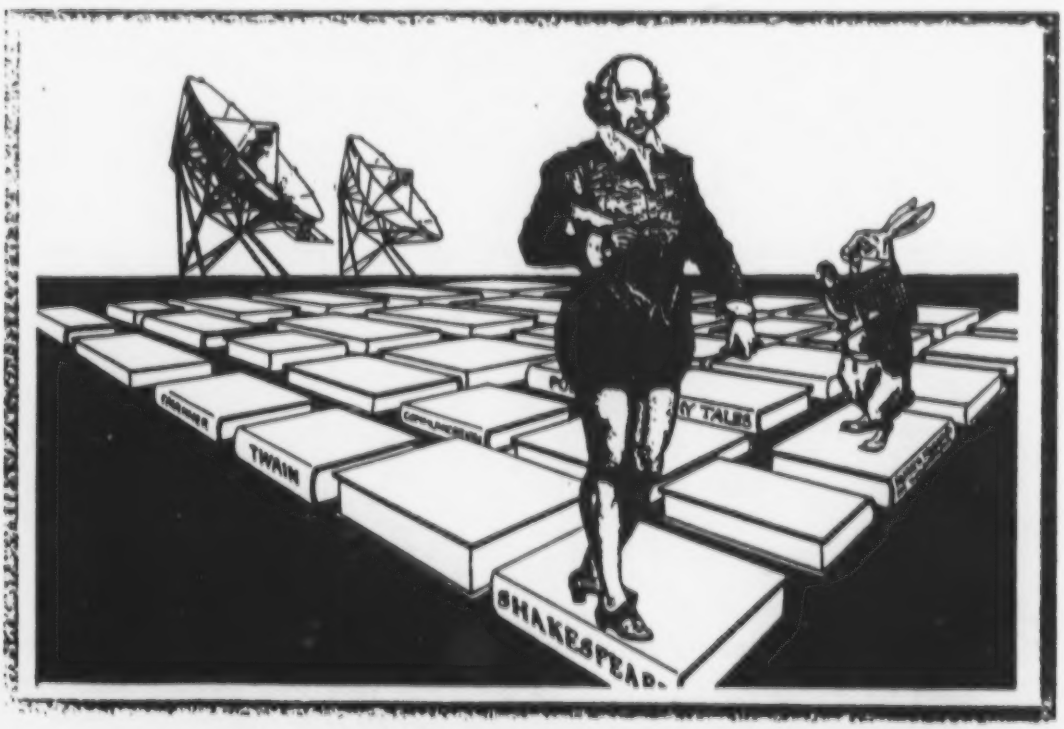
RECOMMENDATIONS:

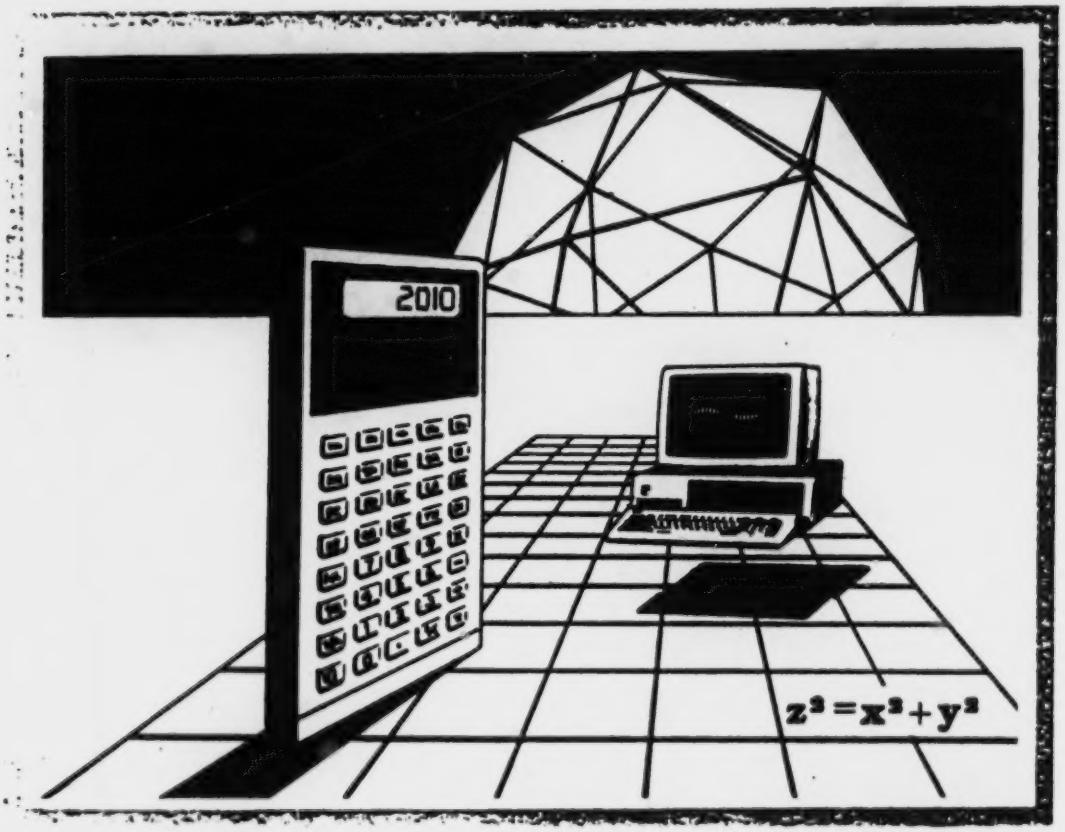
ENGLISH
(4 years strongly recommended)

The ability to read critically and to comprehend what is being read is a necessity in today's world, and is fundamental for success in college. You should be able to recognize assumptions, to identify the author's intentions, to recognize the various forms of literary expression, and to understand and react to the author's message. While developing these skills, you should become familiar with a wide range of literature representing all literary forms and drawn from a variety of cultures.

It is as important to be able to express oneself clearly as it is to understand what has been written by others. So, you should be able to use the spelling, grammatical, and structural conventions of written English to convey ideas in an effective manner. College programs typically require the ability to organize and present information and concepts in written form, and the most successful students will be those who have practiced these skills while in high school. This includes collecting and organizing information, preparing an outline, writing a rough draft, and reorganizing, revising, and editing until the result is a logical sequence of smoothly flowing paragraphs leading to a conclusion.

The ability to speak logically and succinctly in such a way that your ideas or opinions can be understood by the listeners will be of great value to you. Try to practice this skill while in high school.

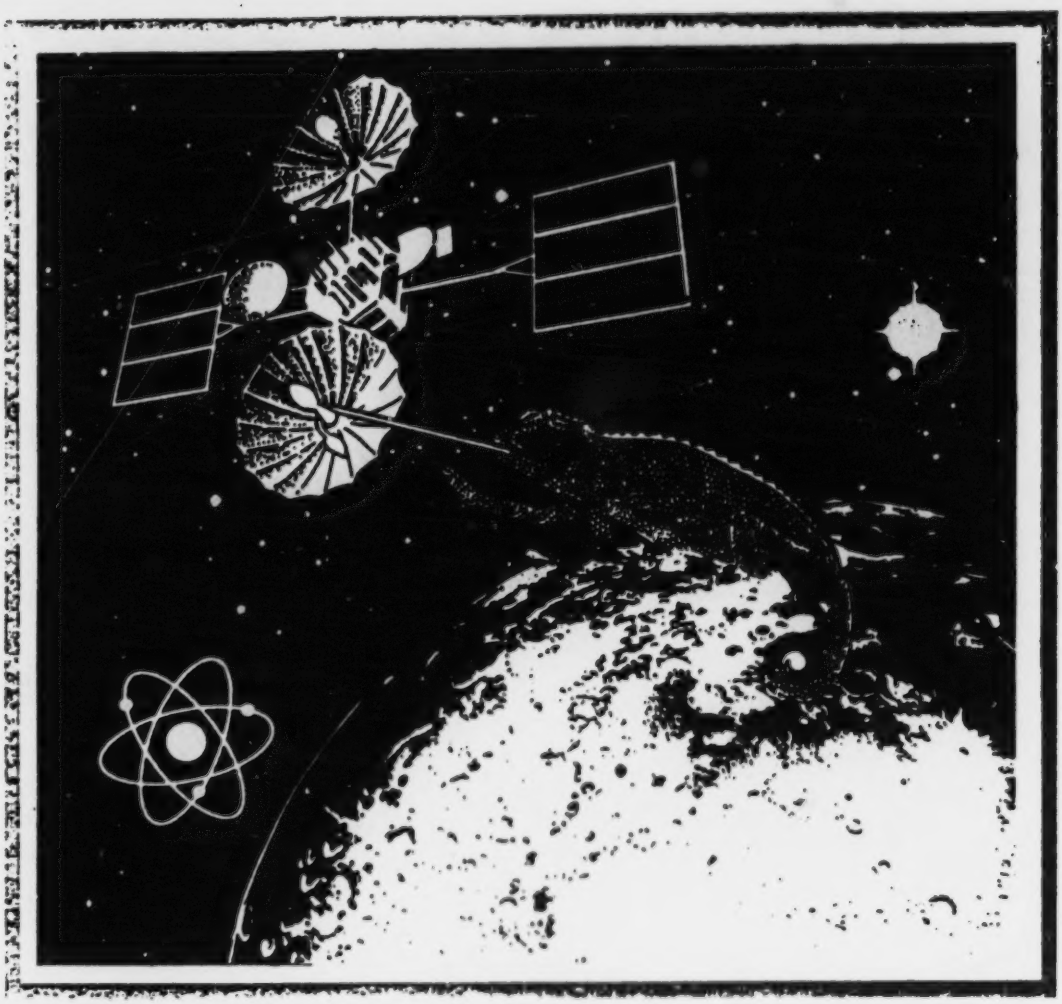




MATHEMATICS
(4 years strongly recommended)

Mathematics is the language of modern science and technology, and increasingly of business, finance, and other professions as well. Colleges are putting more emphasis on math preparation when they make their admissions decisions, because students who take less than four years of math in high school often find it necessary to spend valuable time making up that deficiency before they can begin work in their major area of concentration.

High school preparation should include two years of algebra, one year of geometry, and one year of precalculus. If you have the time to take additional math courses, do so; especially if you wish to consider one of the many mathematically-oriented professions. Probably the most useful fifth course for many students would be an introduction to probability and statistics, but other alternatives should also be considered. A counselor or a college catalog will provide useful guidance.



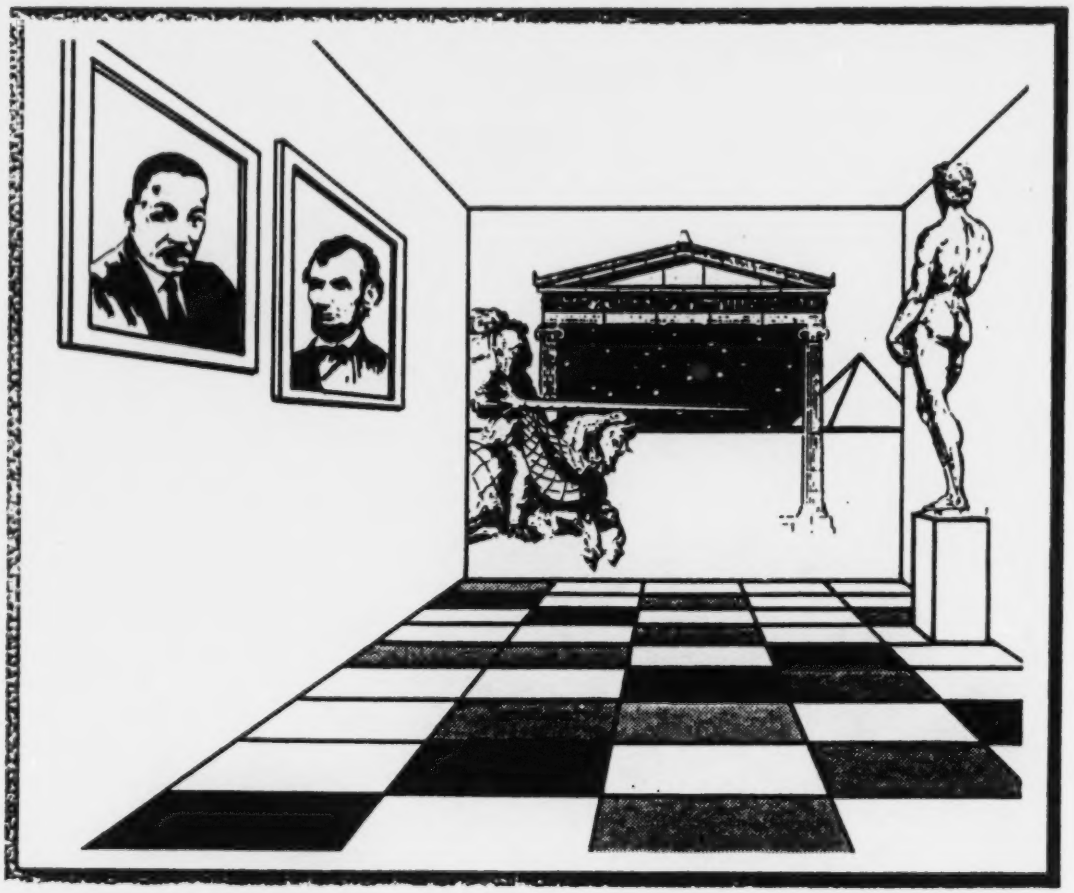
BIOLOGICAL & PHYSICAL SCIENCES
(3 years strongly recommended)

As technology becomes increasingly important in everyday life, everyone needs an understanding of fundamental scientific concepts. If you're considering careers in engineering, the health sciences, or technological fields, you must have substantial preparation in the basic sciences. You should take year-long courses in biology, chemistry, and physics, and some experience in laboratory methods is very important.

HISTORY & THE SOCIAL SCIENCES
(3 years strongly recommended)

Through the study of history, you should develop the ability to recognize historical trends and relationships, to understand the interactions among peoples of different civilizations, races, and cultures, and to trace the chronology of major historical events or periods and social movements.

As important as knowing the events themselves is an understanding of the underlying forces that shape those events, whether political, economic, social, or psychological. You should have exposure to these subjects, whether in individual courses or as elements in a survey course. A course which shows how the scientific method can be utilized in the social sciences to examine major issues and to solve problems will be particularly useful.



FOREIGN LANGUAGE
(4 years strongly recommended)

Training in a foreign language increases one's awareness of the cultural diversity among the people of the world, and at the same time it heightens one's insights into the structure and form of the English language. Language is the basic instrument of thought, and only through the knowledge of people's language can one hope to understand their culture.

Foreign travel and communication are very important in many professions, and if you can offer this skill, you'll enjoy expanded career opportunities. Many college programs require that you demonstrate proficiency in a foreign language as a prerequisite for graduation, so if you've already achieved such proficiency in high school, you'll have more time to devote to advanced work in college. (Extra work in other fields, too, can sometimes lead to advanced placement and a reduction in the amount of introductory work a student must take in college.)

FINE ARTS

(4 years strongly recommended)

The study of visual art and the performing arts enriches our lives and heightens our awareness of beauty and our aesthetic perception. You should be acquainted with each of the arts. If you intend to seek admission to a college-level program in one of the arts, you'll need intensive training at the high school level, often involving private study outside the school setting.

COMPUTER LITERACY
(1 year of hands-on experience
strongly recommended)

As computers play a growing role in all aspects of our lives, they are also becoming increasingly important in all fields of study at the college level, including many fields not normally viewed as technical in orientation. If computer instruction is available, you should take the opportunity to gain an understanding of the use and logic of computers in word processing, problem-solving, and in data storage, retrieval, and analysis.

We urge you to make the best use of the courses offered by your high school. If you pursue a rigorous course of study and develop your competencies and skills, you will greatly enhance your prospects for admission to and success in college. Moreover, you will be well-prepared for a wide variety of college programs and career options. At the same time, nothing can take the place of detailed information from the admissions office of the school to which you intend to apply. Our strong advice is to follow these guidelines until you reach a decision on a particular college program or career path. At that time you can, in consultation with your counselor, choose the most appropriate courses. The worksheet below is provided to help you design your future so that you can achieve your goals.

Whatever your choice of high school program or college, you have our best wishes for a rewarding and productive future.

FOUR-YEAR SCHEDULE PLANNER

Use this schedule planner as you select classes each year. You can also keep track of the courses you've completed.

FRESHMAN YEAR

Courses	*Completed*
English	_____
mathematics	_____
science	_____
social science	_____
foreign language	_____
fine arts	_____
computer course or experience	_____
other	_____

JUNIOR YEAR

Courses	*Completed*
English	_____
mathematics	_____
science	_____
social science	_____
foreign language	_____
fine arts	_____
computer course or experience	_____
other	_____

SOPHOMORE YEAR

Courses	*Completed*
English	_____
mathematics	_____
science	_____
social science	_____
foreign language	_____
fine arts	_____
computer course or experience	_____
other	_____

SENIOR YEAR

Courses	*Completed*
English	_____
mathematics	_____
science	_____
social science	_____
foreign language	_____
fine arts	_____
computer course or experience	_____
other	_____

If further information on these general recommendations or about specific recommendations for any particular program is needed, please write or contact the admissions office at any of the state colleges and universities of Michigan listed below.

Admissions Office
Warriner Hall
Central Michigan University
Mt. Pleasant, MI 48859
(517) 774-3076

Office of Admissions
Pierce Hall
Eastern Michigan University
Ypsilanti, MI 48197
(313) 487-3060

Admissions Office
211 Prakken Building
Ferris State College
Big Rapids, MI 49307
(616) 796-0461 Ext. 4600

Admissions Office
Seidman House
Grand Valley State College
Allendale, MI 49401
(616) 895-3344

Admissions Office
Lake Superior State College
Sault Ste. Marie, MI 49783
(800) 682-4800
(906) 635-2231

Office of Admissions and Scholarships
250 Administration Building
Michigan State University
East Lansing, MI 48824
(517) 355-8332

Admissions Office
Michigan Technological University
Houghton, MI 49931
(906) 487-2335

Admissions Office
Northern Michigan University
Marquette, MI 49855
(800) 682-9797
(906) 227-2650

Admissions Office
Wilson Hall
Oakland University
Rochester, MI 48063
(313) 370-3360

Admissions Office
P.O. Box 2087
Saginaw Valley State College
Saginaw, MI 48605
(517) 790-4200

Office of Undergraduate Admissions
1220 Student Activities Building
The University of Michigan
Ann Arbor, MI 48109
(313) 764-7433

Office of Undergraduate Admissions
The University of Michigan-Dearborn
Dearborn, MI 48128
(313) 593-5167

Office of Admissions
The University of Michigan-Flint
Flint, MI 48503
(313) 762-3300

Admissions Office
116 Administrative Services Building
5950 Cass
Wayne State University
Detroit, MI 48202
(313) 577-3577

Undergraduate Admissions Office
Seibert Administration Building
Western Michigan University
Kalamazoo, MI 49008
(616) 383-1950

Presidents Council, State Colleges and Universities
Dr. Glenn R. Stevens, Executive Director
306 Townsend, Suite 450
Lansing, MI 48933
(517) 482-1563

Design and Illustrations by Lorelle Otis Thomas

APPENDIX II

ADMISSION REQUIREMENTS/RECOMMENDATIONS FOR FOURTEEN MICHIGAN UNIVERSITIES

Question #2: What are the minimum number of hours required/recommended in each of the following areas to be considered for admission to your university?

Universities responded in either units or years.

AREA OF STUDY/	Number of Universities	Number of Units
ENGLISH	4	4.0*
	9	2.0
MATHEMATICS		
	4	4.0
	5	3.0
	1	2.5*
	2	2.0
FOREIGN LANGUAGE		
	8	2.0
	4	0.0
BIOLOGICAL/PHYSICAL SCIENCES		
	9	3.0
	1	2.0
	1	1.0
HISTORY/SOCIAL STUDIES		
	10	3.0
	1	2.0
FINE ARTS		
	4	2.0
	1	1.0
	1	0.5
	3	0.0
COMPUTER LITERACY		
	6	1.0
	1	0.5
	4	0.0

* One university required those areas marked with an asterisk + 5.5 units in any combination of those areas qualifying as college preparatory. other college preparatory areas

**Two colleges did not give report figures although one classified itself as having requirements and the other as an "Open Door" institution

APPENDIX III

"THE MACRAO TRANSFER AGREEMENT"

MACRAO TRANSFER AGREEMENT

The MACRAO Transfer Agreement was developed more than 15 years ago to help students select general courses at their two year college that would be applicable to most four year colleges within the state of Michigan. If you include the MACRAO Common Core courses (listed under #1 in the Agreement) in your transfer program, you will have satisfied 30 semester hours of your general education graduation requirements at the participating four year colleges. Most Associate of Arts and Associate of Science Degrees contain this core. Therefore, it is generally beneficial to earn an Associate Degree at your two year college. However, you are not required to complete your Associate Degree to benefit from this Agreement.

Your two year college will determine exactly which courses fit the four categories: English Composition, Natural Science, Social Science, and Humanities. Check with your two year college advisor for this list of appropriate MACRAO Agreement general education courses. When you have completed this Common Core your two year school will endorse your transcript with a MACRAO Agreement stamp. For most Associate of Arts and Associate of Science Degree graduates this stamp is automatically affixed to their transcript. However, you may need to request that this be done when you send your transcript to the four year school.

You should also request that your counseling office provide you with transfer guide sheets for your specific area of study, i.e., business, elementary education, computer science. You may find that combining the MACRAO Common Core courses and specific program requirements from these transfer guide sheets, you can tailor your Associate Degree to exactly match the four year college program requirements.

Included in this brochure is the MACRAO Agreement and a list of all participating two and four year colleges. Please note that some colleges will have certain limitations/provisos to this Agreement. You should carefully review these limitations with your community college counselor and an admissions representative from the four year college before you transfer.

Over the past 15 years, thousands of transfer students throughout the state of Michigan have benefited from the MACRAO Transfer Agreement. It is to your advantage to include these general education courses in your transfer program. Your advisors will be glad to assist you in designing your coursework to provide you with the smoothest transfer experience possible.

If you are currently a student at a four-year college, contact the admissions office of the school to which you are considering transfer. If you are currently a student at a community college, contact the counseling office at your school. They can give you transfer guidesheets for your specific program at the four-year school. You will also find that most four-year colleges visit the community colleges each semester to talk to prospective students.

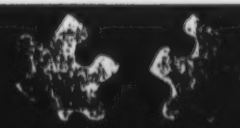
11/87

SOLVING THE TRANSFER PUZZLE

A GUIDE FOR TRANSFER STUDENTS IN THE STATE OF MICHIGAN AND THE

TRANSFER AGREEMENT

PIECES OF THE PUZZLE



Transferring from one college to another can be a puzzling and formidable experience. Students often make it more difficult for themselves because they lack basic information. This guide is designed to help you secure that information, the pieces to the puzzle — not by providing the answers, but by presenting the questions which you need to consider.

Many of these questions will be most meaningful to the student who is certain about transferring. They are also relevant, however, to the student just beginning in college for the first time. For those who are at the point of transferring, remember to read and follow carefully the instructions on the application and in the catalog of the school to which you are applying. Be certain to keep copies of all correspondence and forms which you file. And most importantly, actively seek out other people and sources of information for assistance. This brochure helps pose the questions, but only you can arrive at the correct answers.

TRANSFER OF CREDITS

- Is there a transfer guide available?
- Will my grade point transfer? "D" graded courses?
- What is the maximum number of credits I may transfer?
- When will I receive a transfer credit evaluation?
- Can I appeal my credit evaluation?
- Have I completed the MACRAO Transfer Agreement? Is my transcript stamped "MACRAO Agreement Satisfied"?
- What does the MACRAO Agreement mean at the school to which I am transferring? Does this school have a proviso? If yes, what is the proviso?
- Is there an advantage to completing my Associate Degree before transferring?
- Will the entire Associate Degree transfer?
- Is the college I am transferring to on term or semester hours? Will my credits need to be converted?
- Can I receive any credit for military service, life experience, IP or CLEP?

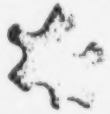
ACADEMIC PROGRAMS AND SERVICES

- What academic programs are available in my area of interest?
- What is the college's enrollment and average class size?
- Is there a separate orientation program for transfer students?
- Can I meet with an advisor prior to registering?
- Are classes available evenings, off-campus, weekends?
- Can I attend part-time? What is considered full-time?
- Can I earn my entire degree in the evening?
- What are the graduation requirements in my program?
- What is the minimum number of credits I must earn from the college to which I am considering transfer?
- What academic support services, such as tutors, are available?

ADMISSIONS REQUIREMENTS AND PROCEDURES

- What are the general admission requirements such as minimum grade point?
- Is there a deadline to apply?
- When will I be notified of the decision?
- Are official college transcripts required?
- Is the ACT or SAT required?
- Is there an application fee?
- Is there a minimum number of earned college credits required for admission?
- Is an Associate Degree required to transfer?
- What are the special admission requirements for specific programs?
- May I begin any semester or term?
- What options are available to me if I'm not admitted?

STUDENT SERVICES



- Is on-campus housing available to transfer students?
- What kind of off-campus housing is available?
- Is family housing available on campus?
- Can I commute? What are the parking regulations?
- Are child care facilities available?
- What facilities and services are available for handicapped students?
- What student organizations (clubs, fraternities, sororities) are available?
- Is part-time employment a viable option on campus? Off campus?
- Will career guidance be available?
- What job placement services are available following graduation?

COSTS AND FINANCIAL AID

- How much is tuition, room and board, books?
- Are there other fees, i.e., registration, health, activity?
- When is tuition due? Payment plans, deferred payments?
- What scholarships, grants, loans are available?
- Are there any non-need financial aid scholarships?
- Are there any special transfer student scholarships?
- What special applications forms are required?
- Is the FAF or FFS preferred?
- Are Financial Aids Transcripts required?
- What are the application deadlines?
- When will I be notified of my financial aid package?

SEE YOUR COUNSELOR REGARDING THE MACRAO TRANSFER AGREEMENT

THE MACRAO TRANSFER AGREEMENT

MACRAO ARTICULATION AGREEMENT

The intent of the Agreement is to ensure that a student who completes an Associate of Arts or an Associate of Science degree at a signatory public community college will have satisfied the basic two-year requirements of the signatory four-year colleges.

1. Basic two-year requirements which must be included in the Associate of Arts and Associate of Science degrees are as follows:
   a. English Composition (6-semester hours or 9-quarter hours).
   b. Natural Science (8-semester hours or 12-quarter hours). At least one of the natural sciences will be a laboratory course. Mathematics would be included in the natural science category. Courses will be taken in more than one academic discipline.
   c. Social Science (8-semester hours or 12-quarter hours). Courses will be taken in more than one academic discipline.
   d. Humanities (8-semester hours or 12-quarter hours). Courses will be taken in more than one academic discipline.
2. The inclusion of specific courses within a given category would be determined by the community colleges. For example, a course entitled Western Civilization might, depending on the content, be appropriately designated by an institution as either social sciences or humanities.
3. Courses which are *not* transferable such as those of a technical, vocational, or developmental nature will *not* be included in the basic requirements at the community colleges.
4. The four-year colleges may *not* require additional basic two-year requirements regardless of their individual course evaluations if the transfer student has recieved the A.A. or A.S. degree.
5. A student who has completed the basic two-year requirements but *not* the A.A. or A.S. degree requirements of the community college will *not* be required to pursue further basic two-year requirement courses at the four-year college.
6. Each four-year college will determine the equivalence and applicability of basic two-year courses in meeting other graduation requirements.

- ★ Over 60 participating colleges
- ★ Established in 1972
- ★ Recognized by colleges and universities across the state of Michigan
- ★ Insures smooth transfer of general education course work
- ★ Beneficial to thousands of previous transfer students statewide

Michigan Association of Collegiate

7. Transfer students who have *not* completed the basic two-year requirements of the community college will meet the requirements of the four-year college as determined by an individual evaluation of his previous work.
8. Foreign language requirements for individual baccalaureate degree programs will be the prerogative of the four-year colleges.
9. Any limitations, provisos, or exceptions listed on the signed Agreement will be honored.
10. A community college student must be admissible to a participating four-year college in order to benefit from this MACRAO Articulation Agreement.

Collegiate Registrars and Admissions Officers

AGREEMENT SIGNATORS

Two Year Colleges

Alpena Community College
Glen Oaks Community College
Gogebic Community College
Grand Rapids Junior College
Henry Ford Community College
Highland Park Community College
Jackson Community College
Jordan College
Kellogg Community College
Kirtland Community College
Lake Michigan College
Lansing Community College
Michigan Christian College
Mid-Michigan Community College
Monroe County Community College
North Central Michigan College
Northwestern Michigan College
Oakland Community College
St. Clair County Community College
Schoolcraft College
Southwestern Michigan College
Suomi College
Washtenaw Community College
Wayne County Community College
West Shore Community College

Two Year Colleges With Provisos/Limitations*

Bay de Noc Community College
Delta College
Macomb Community College
Montcalm Community College
C.S. Mott Community College
Muskegon Community College

*Your counselors can clarify these provisos/limitations

Four Year Colleges

Albion College
Aquinas College
Baker College
Calvin College
Central Michigan University
Davenport College
Detroit College of Business
Eastern Michigan University
Ferris State College
Grand Valley State College
Michigan Christian College
Muskegon Business College
Nazareth College
Northern Michigan University
Northwood Institute
Olivet College
Saginaw Valley State College
Spring Arbor College
St. Mary's College
Western Michigan University

Four Year Colleges With Provisos/Limitations*

Adrian College
Alma College
Cleary College
General Motors Institute
Hope College
Kalamazoo College
Lake Superior State College
Lawrence Institute of Technology
Madonna College
Michigan State University
Michigan Technological University
Oakland University
Sienna Heights College

*Your counselors can clarify these provisos/limitations

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SEE YOUR COUNSELOR REGARDING
THE MACRAO TRANSFER AGREEMENT

APPENDIX VI

THE COLLECTION INSTRUMENT

A SURVEY

ON THE TRANSFERABILITY OF

HIGH SCHOOL VOCATIONAL COURSES TO COMMUNITY COLLEGES

AND UNIVERSITIES

STATE OF MICHIGAN

DEPARTMENT OF EDUCATION

P.O. Box 30008
Lansing, Michigan 48909

DONALD L. BEMIS
Superintendent
of Public Instruction

March 30, 1990

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Ex Officio

[name]
[title]
[college]
[address1]
[address2]

SUBJECT: Study on the Transferability of Vocational Education Credits

[salutation]

There has been increasing national and state interest regarding the acceptance of high school vocational coursework by universities and community colleges. Thus, the enclosed questionnaire attempts to establish how Michigan universities and colleges recognize such courses when evaluating a student's application for admission.

Act 171 of 1989, the Michigan Department of Educational Annual Appropriations Act, Section 308, requests: "Not later than May 1, 1990, the department's budget with a comprehensive report on the transferability of vocational courses from high school to community colleges and 4-year universities." To this end, please complete the enclosed survey and RETURN it by April 16, 1990, to:

Ms. Rhonda Shechter
Department of Education
Higher Education Management Services
P.O. Box 30008
Lansing, Michigan 48909

Questions may be directed to Ms. Shechter at (517) 373-3362. Thank you in advance for your cooperation and we look forward to your responses.

Sincerely,

Donald L. Bemis

Enclosure
cc: (Director of Admissions)

PURPOSE STATEMENT

Rationale

This study is being undertaken in order to determine how Michigan universities and community colleges recognize high school vocational coursework when considering a student for admission. Thus, admission practices and standards as they relate to vocational credits earned at the secondary level are central to this issue.

Terminology

Credit:

Recognition of attendance and/or performance in an instructional activity (course or program) that can be applied by a recipient to requirements for a degree, diploma, certificate, or other formal award.

College Preparatory [Academic Core Courses]:

A high school curriculum which has the main purpose of providing the student with at least the minimum competencies needed for college success. Such a curriculum usually consists of the Arts and Humanities, Social Sciences, Foreign Language, Biological/Physical Sciences, English and Mathematics.

Liberal Arts:

The subjects of an academic college program of study, including literature, philosophy, languages, history, and, usually survey courses of the sciences as distinguished from professional or technical subjects.

Vocational Education:

"Organized educational programs, services and activities which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation in a career requiring other than a baccalaureate or advance degree." (HIGH SCHOOL LEVEL)

Source: Carl D. Perkins Vocational Education Act of 1984
PL 98-524, Section 521 (31)

Occupational Education:

"Any educational program with a direct career relationship. A broad generic term describing vocational/technical education at the postsecondary level but not limited to any particular delivery system. Most programs contain courses which are either occupationally specific, supportive, or general education." (COMMUNITY COLLEGE LEVEL)

Methodology

All 29 community colleges and 15 universities are being asked to

complete this survey. The President has been requested to forward the questionnaire to the appropriate staff. For reference, we have sent a copy of the cover memorandum as well as the Purpose and Methodology sections of the study to your Director of Admissions. total completion time should be no more than one hour. The resulting report will be largely statistical in nature, thereby ensuring confidentiality for all participants. Results should be available after May 1, 1990.

Please add comments and concerns as you deem appropriate. (Feel free to attach additional pages to the back of the questionnaire.) Thank you in advance for your cooperation and we look forward to your responses.

COMMUNITY COLLEGE

A SURVEY
ON THE TRANSFERABILITY OF
HIGH SCHOOL VOCATIONAL COURSES
TO COMMUNITY COLLEGES
AND UNIVERSITIES

MARCH, 1990

DUE ON OR BEFORE APRIL 16, 1990

COMMUNITY COLLEGE: [name to be typed individually]

Person Completing
Questionnaire: _____
Title: _____
Address: _____
Telephone: _____ / _____
Area Code Number

Contact Person: _____
Title: _____
Address: _____
Telephone: _____ / _____
Area Code Number

PLEASE RETURN TO:

MS. RHONDA SHECHTER
MICHIGAN DEPARTMENT OF EDUCATION
HIGHER EDUCATION MANAGEMENT SERVICES
P.O. BOX 30008
LANSING, MICHIGAN 48909

Questions can be directed to Rhonda Shechter at (517) 373-3362.

If you would like to receive a copy of the final report, please mark the box at the right. ----------→ ☐

PART I. GENERAL ADMISSION PRACTICES

PLEASE CHECK THE APPROPRIATE RESPONSE OR FILL IN THE BLANK FOR EACH QUESTION BELOW.

(1) Do admission criteria differ for first-time freshmen and transfer students? ___Yes ___No
If yes, please explain.

_____
_____
_____
_____

(2) Do you award credit for academic core courses taken at the high school?
___Yes ___No

(3) Do you grant credit for vocational courses taken at the high school?
__ Yes
__ No ----→ **GO TO QUESTION 8**

(4) Can high school vocational credits or advanced placement credits be applied towards the completion of a degree or certificate at your institution? ___Yes ___No

(5) Can a high school vocational course be used to fulfill a program requirement or an elective?
___Requirement ___Elective ___Both ___Neither

(6) When determining the credit value of a course, are high school vocational courses given the same weight as community college occupational courses? ___Yes ___No

(7) If weight differs, how do you determine what credit value to assign different courses?

_____
_____
_____
_____

----------GO TO QUESTION 9----------

(8) Do you give high school vocational courses any recognition?
___Yes ___No
Please explain.

_____
_____
_____

(9) Under what circumstances do you give consideration to high school vocational coursework for purposes of admission?

_____
_____
_____
_____
_____
_____
_____
_____

(10) Do you give equal consideration to all vocational courses, regardless of the area of study? ___Yes ___No

(11) Please use the following scale to designate the degree of consideration you give to different high school vocational curricula.

1 = Great Consideration
2 = Some Consideration
3 = No Consideration

___Health
___Business&Office
___Trade/Industrial Tech.
___Other (Please specify):
_____
_____
___Marketing
___Consumer Home Economics
___Agriculture

PART II. SPECIAL ADMISSION CIRCUMSTANCES

(12) Can certain high school vocational courses be applied to liberal arts requirements? (e.g., Business English fulfilling an English requirement) ___Yes ___No

(13) Which high school vocational courses are allowed to fulfill which liberal arts requirements?

_____ _____
_____ _____
_____ _____
_____ _____

(14) What is the maximum number of vocational credits that can be applied to liberal arts requirements? _____

(15) Do you grant transfer credit for completing non-degree occupational courses taught by a private trade school, a Job Training Partnership Act contractor, or the like? ___Yes ___No

(16) Do you grant transfer credit for completing an occupational course at another community college? ___Yes ___No

(17) Do you grant transfer credit for completing a liberal arts course at another community college? ___Yes ___No

(18) Do you grant credit for completing a high school vocational course at another community college? ___Yes ___No

(19) Do you grant credit for completing a high school academic core course at another community college? ___Yes ___No

PART III. OPINION

(20) Do you agree with the definition of vocational education as outlined in the Purpose Statement? ___Yes ___No

(21) If no, what is your definition of vocational education?

_____
_____
_____
_____

(22) Do you agree with the definition of occupational education as explained in the Purpose Statement? ___Yes ___No

(23) If no, what is your definition of occupational education?

_____
_____
_____
_____

OPTIONAL

Due to increasing National interest concerning the acceptance of vocational education coursework by universities and community colleges, what measures do you feel need implementing in order to advance the acceptance of vocational coursework at the higher education level? (e.g., better cooperative efforts between high schools and community colleges, better understanding by the universities that vocational coursework is just as "worthy" as an academic core course, etc.) (Attach additional sheets as necessary.)

FURTHER COMMENTS AND CONCERNS.

Thank you for your assistance.

UNIVERSITY

55

A SURVEY
ON THE TRANSFERABILITY OF
HIGH SCHOOL VOCATIONAL COURSES
TO COMMUNITY COLLEGES
AND UNIVERSITIES

MARCH, 1990

DUE ON OR BEFORE APRIL 16, 1990

UNIVERSITY: (name to be typed individually)

Person Completing
Questionnaire: _____
Title: _____
Address: _____
Telephone: _____ / _____
Area Code Number

Contact Person: _____
Title: _____
Address: _____
Telephone: _____ / _____
Area Code Number

PLEASE RETURN TO:

MS. RHONDA SHECHTER
MICHIGAN DEPARTMENT OF EDUCATION
HIGHER EDUCATION MANAGEMENT SERVICES
P.O. BOX 30008
LANSING, MICHIGAN 48909

Questions can be directed to Rhonda Shechter at (517) 373-3362.

If you would like to receive a copy of the final report, please mark the box at the right. ----------→ ☐

PART I. GENERAL ADMISSION PRACTICES

PLEASE CHECK THE APPROPRIATE RESPONSE OR FILL IN THE BLANK FOR EACH QUESTION BELOW.

(1) Are your university's admission criteria institutional requirements or recommendations?

___ Requirements ___ Recommendations

(2) What are the minimum number of hours required/recommended in each of the following areas to be considered for admission to your university?

	Number of Hours		Number of Hours
English	____	History/ Social Studies	____
Mathematics	____	Fine Arts	____
Foreign Language	____	Computer Literacy	____
Biological/ Physical Sciences	____	Health	____
Business&Office	____	Agriculture	____
Trade/ Industrial Tech.	____	Marketing	____
Consumer Home Economics	____	Other (Please specify):	____
		_____	____
		_____	____

(3) Do admission criteria differ for first-time freshmen and transfer students? ___Yes ___No

If yes, please explain.

_____
_____
_____
_____
_____
_____
_____
_____
_____

(4) Do you include high school vocational education grades when calculating a student's GPA (Grade Point Average) for admission?

___ Yes - GO TO QUESTION 10
___ No

(5) Are there <u>any</u> circumstances under which you would include grades from vocational courses in calculating a student's GPA for admission?

___Yes ___No

(6) If yes, under what circumstances would you <u>include</u> high school vocational courses in a student's GPA?

_____
_____
_____
_____

(7) If you <u>do not include</u> grades from vocational education courses in the calculation of a student's GPA under <u>any condition</u>, do you give them any recognition? ___Yes ___No

(8) If the answer to #7 is "YES", under what circumstances do you give consideration to high school vocational coursework?

_____
_____
_____

(9) Do you treat high school vocational credits differently from gym, band, and other such courses traditionally excluded from a student's GPA when considering admission? ___Yes ___No
Please explain.

_____
_____
_____
_____

GO TO PART II

---

(10) In calculating a student's GPA for admission, are high school vocational and college preparatory courses given equal weight?
___Yes ___No

(11) If the answer of #10 is "NO", how do you determine what weight to assign to different courses?

_____
_____
_____
_____

_____
_____
_____
_____

(12) Do you include some vocational course grades in calculating a student's GPA for admission and exclude others? ___Yes ___No

PART II. SPECIAL ADMISSION CIRCUMSTANCES

(13) If a student is deficient in the number of hours required/recommended within a particular area, do you allow vocational education coursework to be included in determing his/her GPA for admission?
___Yes ___No

(14) Can certain high school vocational credits be applied to college preparatory requirements/recommendations? (e.g., Business Education for 1 year of English) ___Yes ___No

(15) What high school vocational courses are allotted as college preparatory requirements/recommendations?

_____
_____
_____
_____

(16) What is the maximum number of high school vocational credits that can be applied to college preparatory requirements/recommendations? _____

(17) Do you give equal consideration to all vocational courses, regardless of the area of study? ___Yes ___No

(18) Please use the following scale to indicate the degree of consideration you give to different high school vocational curricula.

1 = Great Consideration
2 = Some Consideration
3 = No Consideration

___Health ___Marketing ___Agriculture
___Business&Office ___Consumer Home Economics
___Trade/Industrial Tech. ___Other (Please specify)
_____

(19) For admission purposes, do you grant actual transfer credit for vocational courses taught to high school students at the community college? ___Yes ___No

(20) In which of the following vocational areas do you grant transfer credit or advanced placement credit?
___Health ___Marketing ___Agriculture
___Business&Office ___Consumer Home Economics
___Trade/Industrial Tech. ___Other (Please specify)
_____

(21) For admission purposes, do you grant actual transfer credit for academic core courses taught to high school students at the community college?
___Yes ___No

(22) In which of the following academic areas do you grant transfer credit?

___English
___Mathematics
___Biological/Physical Science
___Other (Please Specify)
_____
_____
___Foreign Language
___Fine Arts
___Computer Literacy
___History/Social Studies

(23) Does your university offer a special degree program(s) tailored for the high school student with a vocational background?
___Yes ___No

(24) If yes, what type of award (e.g., Certificate, Bachelor of Arts, Bachelor of Science, etc.)is offered and in what area of study?

Area of Study	Type of Award
_____	_____
_____	_____
_____	_____

(25) Do admission criteria into these programs differ from those for general admission to your university/college?
___Yes ___No

(26) If no, what are the differences between admission practices?
_____
_____
_____
_____

PART III. OPINION

(27) Do you agree with the definition of vocational education as outlined in the Purpose Statement? ___Yes ___No

(28) If no, what is your definition of vocational education?
_____
_____
_____
_____

OPTIONAL

Due to increasing National concern about the acceptance of vocational education coursework by universities in determining a student's admission status, what measures do you think need implementing in order to increase the number of high school vocational students admitted into universities? (e.g., a clearer definition of what constitutes a vocational curriculum, better methods of equating vocational courses with general education courses, an increase awareness by universities that a vocational course may be just as "worthy" as a college preparatory course).

(Attach additional sheets as necessary.)

FURTHER COMMENTS AND CONCERNS.

Thank you for your assistance.

ERIC Clearinghouse for Junior Colleges
AUG 09 1991